## Challenges

### Increasing Stakeholders (Campus Partners) Engagement

- Collaborate more with individual Departments and other partners (especially student groups) on campus to promote RGASC programs and services
- Collaborate more with Departments to design and deliver “just in time” support for students
- Build stronger community with Departments, Faculty/Instructors, and other stakeholders
- Present “information sessions” at Academic Affairs, Department Orientation sessions, etc.
- Eliminate redundant programming (OST, CTIG, Orientation, Residence, etc.)
- Work with TAs to help them refer students to the RGASC
- Improve communication with new RGASC Advisory Committee:
  - Re: Annual Report: circulate earlier (more time for reading before meeting); add mission statement; include more data in appendices; make tone more neutral in some sections
  - Publish schedule of Committee meetings
  - Create survey to get more input from Committee members

### Increasing Undergraduate Student Engagement

- Present to Academic Affairs, Fall 2016
- Presented at UTM New Faculty Orientation
- Presented at CCT, Historical Studies, MCS, and Sociology new Faculty/Instructor Orientation sessions
- Partnered with UTM Residence on training (FSG leaders) and program delivery (academic skills workshops and Writing Retreats)
- Trained FSG leaders for Student Clubs and Academic Associations
- Partnered with UTMSU, Student Clubs, and Academic Associations to offer skills development workshops and assist with other initiatives
- Partnered with OST on high school outreach
- Provided professional development for Mathematics and Science high school teachers
- Provided ELL professional development for high school teachers
- Collaborated with numerous Departments to promote RGASC services and programming on course Blackboard sites
- Partnered with WDI-funded courses for course-specific drop-ins
- Involved in Major Maps Committee
- Involved in Indigenizing Curriculum Working Group
- Strengthened partnership with AccessAbility (increased number of Academic Skills appointments at ARC)
- Continued to work with OST and UTM Residence to ensure alignment of programming / support regarding orientation, transition, and skills development
- Participated in CTSI Advisory Committee, Orientation Advisory Committee
- Made recommended changes to Annual Report and interactions with RGASC Advisory Committee

## Recommended Action

### Advertising

- Modes of advertising should expand (i.e., Blackboard, posters, media screens)
- Work with Departments to partner for specific offerings
- Work with course instructors to promote offerings

### Action Taken

- Presented at numerous Department First-Year Orientation sessions
- Held Undergraduate Advisor lunch to promote RGASC activities and collaborate for future partnerships
<table>
<thead>
<tr>
<th>Recommendations</th>
<th>Actions Taken</th>
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<tr>
<td>Provide value propositions and incentivize participation</td>
<td>• Presented at First-Year Parent and Family Orientation session</td>
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<td>• Improve access for students</td>
<td>• Purchased Media Screen to advertise RGASC programs and services (to be installed April 2017)</td>
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<td>• Offer more “just in-time” programming</td>
<td>• Increased social media presence (Twitter &amp; Facebook)</td>
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<td>• Offer more programming focusing on “continued / ongoing skill development”</td>
<td>• Ran focus groups with students to solicit input on marketing campaign</td>
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<td>• Enhance ELL support (especially, but not necessarily exclusively) by integrating it directly in courses</td>
<td>• Revised RGASC website and talked to Advancement about profile of RGASC on UTM homepage or other options that might accomplish this goal</td>
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<td>• Provide more Math / Science support</td>
<td>• Launched Essay Contest</td>
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<td>• Launched “cold call” email outreach campaign to faculty members marketing Writing Support and Foundational Math Skills Support</td>
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<td>• Hired Front-office and Communications Coordinator (March 2016) who has attended meetings of the UTM Communications group and helped heighten the RGASC’s profile on campus</td>
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<td>• Expanded tabling on campus</td>
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<td>• Trained Writing Instructors and permanent faculty &amp; staff to promote programming when appropriate</td>
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<td>• Advertised via whiteboard in front of the RGASC to promote drop-in hours and current programming</td>
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<td>• Further developed UTMSU and clubs/societies network</td>
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**Programming**

- Developed and delivered Professional English Language Support (PELS) workshop series in HIS101, CIN101, FAH101, REL101 (CCR Approved)
- Created and offered ELL Workshop series and Elements of Academic Writing Workshop series (CCR approved)
- Added new Head Start workshop – “How to get the most out of your Syllabus”
- Offered “just in-time” academic skills workshops during new Fall Term Reading Week
- Increased number of hours of “drop-in” appointment times
- Created and offered Foundational Math Skills “drop-in” appointment times
- Offered weekly “Writing Retreats” (Fall and Winter)
- Offered weekly “Writing Retreats” in Residences (Winter)
**RGASC Advisory Committee Meeting, May 2016**  
**Summary of Recommendations & Actions Taken**

| Increasing Graduate Student Engagement | • Increased number of workshops for P.A.R.T. and created P.A.R.T. Summer Institute  
• Increased number of Online Appointments  
• Improved communication with OST to ensure consistency of programming and to reduce redundancies |
| --- | --- |
|  | • Create discipline-specific grad student communities (following example of GGR)  
• Create online presence of grad support (advertising help for grad students re: CVs, dossiers, etc.)  
• Make TATP programming and GPS programming more available at UTM (more variety and more generally); pair GPS and TATP; liaise more closely with CTSI  
• Make GPS and other forms of grad support more discipline-specific; general offerings are not attractive to students who are trying to specialize  
• Partner with UTMAGS to determine offerings and promote them  
• Provide online skills instruction / support for grad students  
• Let grad students know RGASC can help them (address misconceptions about kind of support RGASC provides)  
• Let supervisors know about support RGASC provides and get them to refer students  
• Offer a workshop on “how to get a Teaching Stream position in the university”  
• Provide targeted workshops/support for professional students (MBiotech, MScSM, MMI, MMPA, DIFA, BMC).  
| The RGASC’s newly hired (July 2016) Educational Developer has focused on two general priorities in an effort to redevelop the RGASC’s graduate student programming and act on the Committee’s feedback: 1) **building relationships** with important stakeholders to determine priorities for graduate student support and to improve our ability to advertise our services; 2) **building capacity** to offer a wide variety of workshops / support. The following is a list of specific actions taken to support graduate students and TAs:  
• Attended graduate student events (UTMAGS Orientation BBQ, TATP First Contract Training) to speak to graduate students and let them know how the RGASC can help them  
• Communicated regularly with the UTMAGS co-presidents, who have helped us to determine graduate student priorities and promote our events  
• Increased collaboration between the RGASC, the Library, the Career Centre, and the Health & Counselling Centre re: graduate student support  
• Met with almost all of the department chairs and graduate program directors to discuss priorities for graduate student support  
• Determined workshop priorities by: emailing all grad supervisors individually to request suggestions for grad support; meeting face-to-face with department chairs and program directors; consulting with departmental graduate student groups (CPS, geography, biology); and running grad student surveys with the help of UTMAGS (Sept. 12, 2016 & Feb. 8, 2017)  
• Offered (or will offer) 8 workshops in 2016-2017  
• Advertised support through GPS, TATP, the RGASC website, RGASC Twitter, personal Twitter accounts, UTMAGS, the UTM grad student listserv, posters around campus, and emails to grad supervisors, undergraduate |
## RGASC Advisory Committee Meeting, May 2016
### Summary of Recommendations & Actions Taken

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<tr>
<th>Outstanding Items</th>
<th>counsellors (for TAS), and department assistants</th>
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<tr>
<td>• Create and post on website videos comprising testimonials from students that highlight the benefits of using RGASC resources</td>
<td>• Organizing a Graduate Student Professional Day, similar to the one hosted at UTSC for either the last week of April or the beginning of October</td>
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<td>• Discuss long-term direction of RGASC</td>
<td>• Created online resources (in collaboration with TATP) for graduate students to assist them in teaching writing</td>
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